

STATE OF MICHIGAN

INFORMATION TECHNOLOGY

**PROFESSIONAL COMPETENCIES
BEHAVIORALLY ANCHORED RATING SCALES**

TECHNICAL EXPERTISE

TECHNICAL

Has a deep technical expertise in all elements of position. Possesses knowledge of leading edge concepts as required by job responsibilities. Applies comprehensive understanding of IT processes in executing job duties.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Performance suffers due to lack of depth of knowledge in technical area.■ Does not take advantage of situations where he/she could advance knowledge in technical area.■ Does not demonstrate sufficient technical breadth and as a result has difficulty understanding how things relate to one another.■ Doesn't recognize situations in which a different technical expert is necessary.■ Depth of technical expertise in any one area is insufficient to meet the normal day-to-day needs. Provides information that is often inadequate, develops solutions that only partially meet business needs.	<ul style="list-style-type: none">■ Possesses deep knowledge of own area of expertise and performs effectively.■ In order to keep up within technical area takes advantage of training when it's made available.■ Keeps abreast of new technology advances within his/her scope of work.■ Recognizes the limitations of his/her technical expertise and readily calls upon others when needed.	<ul style="list-style-type: none">■ Technical knowledge is highly advanced; is looked to and relied upon to solve the most complex problems.■ Pursues technical knowledge and ways to advance learning (e.g., uses internet, books, other people as sources) even when not provided by agency; further improves technical skills on own time (e.g., certifications, etc.)■ Stays abreast of technological developments outside of own area of expertise.■ Others look to this person for technical knowledge and guidance; is the "go to person."■ Has the deep technical expertise needed in order to teach others about own area of complex technical concepts.■ Anticipates new advances in technology and considers how they may be used.

INTEGRITY

PROFESSIONAL

Earns trust and respect by behaving fairly, ethically and responsibly.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Talks negatively about others when they are not present.■ Has difficulty earning the trust of others through his/her behavior.■ Has a tendency to make excuses when things go wrong, shift blame to others, avoid accepting responsibility.■ There is noteworthy evidence of serious discrepancies between agreements made or positions taken and what the person has actually done.■ Does not adhere to the standards set forth by the unit.	<ul style="list-style-type: none">■ Makes an effort to remain objective in situations, and values treating people fairly; conveys a strong sense of justice. (maybe A)■ Establishes trust and confidence on the part of other people.■ Accepts responsibility for own actions and decisions, even when the outcome is not desirable.■ Is dependable; if accepts an assignment can rely on this person's word that they will get it done.■ Adheres to the standards set forth by the unit.	<ul style="list-style-type: none">■ Acts in accordance with high professional standards; is fair and objective and earns the respect of others through this behavior.■ Successfully maintains the trust and confidence of others by being candid and "up front" when there is a problem or a disappointment.■ Accepts responsibility for mistakes, learns from them, and takes proactive action to avoid such situations in the future.■ Individual is consistently dependable even in the face of obstacles; can always rely on individual.■ Is extremely ethical in all of his/her dealings with others.■ Encourages other to adhere to the standards set forth by the unit.

INITIATIVE

PROFESSIONAL

Makes active attempts to influence events to achieve goals and objectives; goes beyond what is required. Takes responsibility for getting things done.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Generally reactive.■ Waits for assignments to come along, rather than seeking them out.■ Tends to not be a self starter; has difficulty independently completing projects.■ Avoids spending extra time or effort in going the “extra mile.”■ Follows and responds to directions, but does not initiate action.■ Avoids undesirable assignments.■ Does not effectively use spare time.	<ul style="list-style-type: none">■ Generally proactive.■ Takes initiative to do the tasks that need to be done.■ Takes action when there is an apparent need for doing so.■ If need is communicated to him/her, will go “the extra mile” in terms of time/effort.■ Acts on opportunities when presented with them.■ Takes accountability and responsibility for assigned project or tasks; follows through.■ Demonstrates effective use of spare time.	<ul style="list-style-type: none">■ Consistently proactive.■ Thinks and acts in anticipation of events; realizes that something is going to happen or that something needs to be done, and acts appropriately, in order to fulfill commitments or meet an objective.■ Accomplishes objectives without being told what to do or when to do it; stays one step ahead; quality checks his/her own work.■ Eager and willing to “go the extra mile” in terms of time/effort; takes action when the situation requires it, despite personal inconvenience.■ Takes full advantage of spare time to get things done.

RESILIENCY/PERSISTENCE

PROFESSIONAL

Able to “bounce back” from problems, pressures, stress, and difficulties. Continues to work toward the achievement of a goal or solution of a problem even in the face of obstacles.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Demonstrates difficulty dealing with pressure and frustrations.■ Is quick to give up or compromise on meeting goals and objectives. Gives in to the pressure.■ Loses sight of the goal and forgets what is most important when unexpected events, problems, or stress occurs; may miss deadlines.■ Regularly places blame on stressful events or obstacles when goals are not met.	<ul style="list-style-type: none">■ Usually handles day-to-day pressures and frustrations effectively.■ Effectively handles and perseveres when problems occur and continues to work towards the goal.■ When unexpected events occur, may get momentarily flustered but eventually “bounces back” and moves towards the goal again.■ Does not easily give up when obstacles occur.	<ul style="list-style-type: none">■ Manages to “bounce back” quickly from major problems and setbacks without losing focus on the end result.■ Withstands adversity and perseveres even in the face of significant challenges and obstacles.■ Quickly adjusts when problems or unexpected events occur and finds a way to meet goals and objectives.■ Doesn’t give up on things; conducts tasks from beginning to end despite numerous setbacks.

TEAMWORK

INTERPERSONAL

Collaborates with others; does what is necessary to complete the priorities of the day.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Does not actively participate in discussions, sits back and lets others do the work.■ Unwilling to share information with others.■ Exhibits some difficulty working cooperatively with others, particularly when own needs are not aligned with group's needs.■ Criticizes other team member ideas, without providing alternative suggestions.■ Goals are limited to completing work specifically assigned to her/him; doesn't volunteer to help others when needed.■ Emphasizes own needs and concerns, without regard to the interests of others on the team.	<ul style="list-style-type: none">■ Participates and actively contributes in team meetings.■ Shares information with others when necessary.■ Serves as a cooperative team member; works cooperatively with other teams/groups.■ Shows respect to all team members; recognizes and appreciates the contributions of others on the team.■ Assists the team to accomplish its goals beyond his/her specific assigned work; volunteers to assist others when necessary.■ Works towards meeting the needs of the team.	<ul style="list-style-type: none">■ Actively facilitates group processes during team meetings; encourages participation from all team members.■ Anticipates information that others may need and shares information and ideas freely.■ Consistently works cooperatively with other team members/groups; is a role model.■ Proactively develops positive relationships with team members; assists in ensuring that all members actively work to build relationships and trust with other members of the team.■ Prioritizes needs of team above his/her own when necessary.

CUSTOMER SERVICE

INTERPERSONAL

Works with customers (both internal and external) and maintains a focus on providing quality service. Seeks customer information to fully understand needs and improve services. Considers customer impact in decisions.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Does not respond to the needs of the customer in a timely manner.■ Demonstrates unwillingness to meet special (but reasonable) demands of customers.■ Does not demonstrate respect for customer responsibilities and deadlines.■ Doesn't communicate with customer on a regular basis or keep them informed (e.g., doesn't let customer know when deadlines are in jeopardy, etc.).■ Demonstrates a lack of interest in or commitment to providing quality customer service.	<ul style="list-style-type: none">■ Responds to customer requests in a timely manner.■ Understands and meets customer expectations.■ Reacts to customer deadlines in a timely and appropriate manner, fulfilling expectations.■ Keeps customers informed; communicates delays as well as rationale for delay; communicates priorities to customers.■ Actively seeks information about aspects of the customers' business, in order to identify and meet their needs.■ Usually exercises good judgment in interacting with a "temperamental client."	<ul style="list-style-type: none">■ Responds and follows through with a sense of urgency to customer requests.■ Consistently exceeds customer expectations.■ Effectively manages customers when deadlines can't be met; provides alternatives to help them meet their needs.■ Prevents deadline problems by seeking to find out what can be done to enhance quality and improve services and by engaging in discussions with customers to better understand and anticipate their needs.■ Demonstrates an in-depth understanding of the customer's business and situation and uses this to provide high quality customer service.■ Demonstrates patience and understanding when assisting customers; gives customers full attention and respect and strives to meet their needs; successfully manages difficult customers and customer service issues.

COMMUNICATION

INTERPERSONAL

The ability to communicate well, both orally and in writing, with a variety of people across different situations. Includes both oral and written communication as well as the ability to communicate with a variety of personalities. Hears and accurately interprets information.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Uses jargon or terms not understood by audience (e.g., end-users, executives).■ Communications demonstrate negativity, impatience or inflexibility when dealing with problem situations.■ Written communications are not clear.■ Demonstrates a lack of sensitivity when communicating with others.■ Provides too much or too little detail. Message may be disorganized; doesn't get key points across effectively.■ Attempts to dominate discussions.■ Hears what he/she wants to hear or believes what will hear; doesn't ask for feedback or check for understanding; makes assumptions before completely understanding the situation.■ Other people have difficulty getting this person to listen, e.g., interrupts before they have finished.■ At times, does not follow instructions.	<ul style="list-style-type: none">■ Explains information in a technical or a non-technical manner depending upon the needs of the audience.■ Communication usually remains positive even in difficult situations.■ Written communications are well structured and complete with appropriate detail.■ Demonstrates tact when communicating; gets along with others.■ Confidently conveys ideas and information in a manner that is clear to others.■ Communications are assertive without being confrontational.■ Accurately grasps most of what another person is saying.■ Attempts use of active listening skills; follows up and asks questions to clarify.■ Follows instructions, both written and oral.	<ul style="list-style-type: none">■ Quickly adapts communication to the specific level of the audience (e.g., specialists, executives, end-users, vendors, non-technical); uses persuasive analogies, stories or graphic representations to aid in understanding.■ Communications consistently remain positive even in the face of very difficult and frustrating situations.■ Written communications are clear, articulate and have impact; documents are written in a logical and comprehensible manner.■ Demonstrates a highly refined and artful skill in dealing with all types of people; is subtle in style and performance.■ Powerfully and confidently articulates complex information in a concise, readily understood manner.■ "Reads people" well by being astutely aware of non-verbal signals and cues being put forth.■ After actively listening to speaker, fully understands the perspective and needs of the speaker and is able to accurately convey and apply them.■ Gives full attention to what another person is saying; repeats and uses the words of the speaker to play back and convey support and confirm understanding.

PROBLEM SOLVING

ANALYTICAL

Combines information and ideas in novel ways to produce solutions.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Handles the routine or the expected, but shows difficulty with the unexpected in coming up with creative problem-solving approaches.■ Has difficulty effectively solving problems; may seek help too frequently or not enough, leading to mistakes or additional problems; doesn't solve problems in a timely manner.■ Unable to develop viable alternative solutions.■ Focuses primarily on "putting out fires" in terms of solving problems; doesn't put measures into place to begin to examine long term solutions.■ Unable to break problems into small, manageable parts.■ Takes too much time determining where to begin when a problem exists.	<ul style="list-style-type: none">■ Straightforward approaches for addressing problems.■ Usually resolves complex problems in a timely manner.■ Attempts to find optimum solutions to most problems.■ "Puts out fires" as they arise and puts short-term solutions into place.■ Learns from prior actions/solutions.■ Breaks problems into small, manageable parts in order to aid understanding and resolution.	<ul style="list-style-type: none">■ Thinks "out of the box" and comes up with creative problem solving approaches.■ Solves problems effectively even in crisis situations.■ Finds all possible solutions and chooses the most appropriate (e.g., takes into account customer, company, speed, cost, strategy, legal/ethical issues, short- and long-term effects, etc.).■ When necessary, successfully "puts out fires;" however, critically analyzes problem areas and puts into place long-term solutions in an effort to decrease the amount of fires that need his/her attention.■ Sees all parts of a problem and fits them together as a whole to achieve the best resolution.

ANALYSIS

ANALYTICAL

Uses relevant information to diagnose problems, identify key issues, relationships, and root causes from a variety of quantitative and qualitative data.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Narrowly analyzes assignments/problems; does not take a system view.■ Overlooks major/essential sources of information in analyzing a problem or assignment.■ Overanalyzes situations or problems (analysis paralysis).■ Jumps too quickly to a solution without analysis.■ Does not successfully determine the root cause of the problem.■ Has noticeable difficulty analyzing multiple sets of disparate data or relating them to each other.	<ul style="list-style-type: none">■ Considers other areas that may be affected when analyzing a situation; takes into account system-wide ramifications and specifications.■ Gathers needed information when analyzing problems or assignments.■ Approaches analysis in a methodical manner.■ Analyzes problem in a timely manner.■ Continues to “peel back layers” in order to find the root cause of a problem and determine which piece is causing the problem; continually asks “why?”■ Formulates the right questions to ask to test assumptions and assess quality of data.■ Uses all resources available when analyzing a situation (e.g., people, documentation)■ Sets up analyses so they can be built upon.■ Determines impact of risks/rewards associated with requested changes.	<ul style="list-style-type: none">■ Always considers the “big picture” and how things relate to each other when analyzing a situation.■ Applies a systematic approach to gather needed information, identify cause-effect relationships and evaluate alternatives.■ Develops creative and insightful logical analyses and explanations in a timely manner.■ Uses innovative tools in analysis.■ Projects the way things would go under certain scenarios.■ Provides leadership in analyzing assignments/problems; establishes new analysis procedures.■ Effectively extrapolates from incomplete information during analysis to reach sound conclusions.■ Identifies risk factors within complex areas.

DECISION-MAKING

ANALYTICAL

Makes appropriate decisions (both difficult and “routine”) and accepts responsibility for consequences. Timing of decision-making is well-balanced – neither rushed nor evidencing procrastination.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ At times, makes inappropriate decisions; decisions may exhibit unsound judgment and imprudent business risk-taking.■ Either takes too much or too little time to come to a decision.■ Overlooks some important aspects and/or risks in making a decision; fails to consider possible negative side effects of decisions.■ Does not ask others for information or input on decisions during times when this is important.■ Refrains from making needed decisions.■ Frequently reverses his or her decisions.	<ul style="list-style-type: none">■ Decisions are sound, logical, realistic, and exhibit prudent risk-taking.■ Needed decisions made in a timely manner.■ Considers relevant strengths, weaknesses, opportunities, and threats in examining decision options.■ Gets input from informed people, when necessary, in order to make the right decision.■ Learns from prior decisions.	<ul style="list-style-type: none">■ Decisions exhibit thoughtful and mature judgment, and are supported with appropriate data (both quantitative and qualitative).■ Decisions are consistently timely and of high quality.■ Decisions take all factors into account (e.g., speed, cost, strategy, people aspects, legal/ethical issues, and short- and long-term effects).■ Clearly articulates rationale for decisions.

HANDLING MULTIPLE PROJECTS

PLANNING

Ability to work several tasks or activities simultaneously. Works autonomously to plan and organize activities and manage one's own time in order to complete necessary tasks.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Does not consistently meet deadlines, needs coaching to manage tasks.■ Effective when handling a single assignment, but has difficulty when handling several assignments.■ Focuses on one activity at a time, works on the next task in the pile, rather than considering priorities (both importance and urgency).■ Lacks organization and the ability to prioritize and reprioritize; consequently, fails to execute assignments in a timely manner.	<ul style="list-style-type: none">■ Able to work on several tasks concurrently.■ Looks ahead, anticipates, and plans his/her day/week. Expects that these plans will change and has contingencies in mind; reevaluates and makes adjustments to meet deadlines appropriately.■ Focuses on the big picture when deciding which tasks are most important to do immediately.■ Demonstrates ability to shift gears when necessary.	<ul style="list-style-type: none">■ Effectively manages various tasks, completing multiple assignments that meet all deadlines.■ Effectively prioritizes assigned tasks to maximize output and minimize wasted time.■ Prioritizes activities based the criticality; successfully weighs the importance of steps relative to each other. Juggles resources, requests and scheduled activities, in order to get priorities done.■ Demonstrates ability to shift gears very quickly and focus on new assignments or requests.

PROJECT PLANNING AND MANAGEMENT

PLANNING

Defines objectives, develops plans, and implements plans in order to achieve needed business results.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Project activity plans are inadequate to meet needed requirements; e.g., they are incomplete, disorganized, or otherwise ineffective.■ Does not think ahead and anticipate all that will be needed for the project; e.g., staffing allocation, costs, materials, etc.■ Noticeably inflexible in executing a project plan.■ Does not adequately manage projects.■ Does not meet project budget.■ Project results are unsatisfactory.	<ul style="list-style-type: none">■ Develops project activity plans that are comprehensive and complete.■ Determines resources required to implement programs and monitors progress versus the plan; makes timely adjustments to programs.■ Makes adjustments to project plans by deploying contingencies, or revising objectives when needed.■ Adequately manages several projects simultaneously.■ Meets project budget.■ Delivers results that are consistent with intention of the project.■ Manages project consultants/vendors well.	<ul style="list-style-type: none">■ Regularly develops successful project plans despite initial chaos/ambiguity.■ Manages project resources to maximum advantage.■ Adapts quickly to changing situations and modifies project plans when needed; makes necessary adjustments and revisions; deploys contingencies, seeks redefinition of objectives based on changes.■ Manages several projects simultaneously with a considerable degree of success.■ Delivers outstanding project results that fully meet the objectives of the project.

DEVELOPING STAFF

MANAGERIAL

Maintains an awareness of capabilities and works with employees to facilitate their growth and understanding. Provides timely, actionable, and constructive performance feedback. Reinforces strengths through positive feedback and recognition.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">▪ Doesn't take the time to develop people; ignores staff development issues.▪ Ignores poor performance.▪ Provides little or no feedback to staff even when necessary; does not help employees understand how they can improve; ignores good performance.▪ Reluctant to assign work that challenges or "stretches" people.▪ Does not understand the strengths and areas for development of his/her subordinates (e.g., doesn't spend enough time observing them or talking with them, misunderstands capabilities, etc.).▪ When giving feedback may be over-critical or not constructive in its intent.	<ul style="list-style-type: none">▪ Holds developmental discussions with employees.• Promptly takes corrective action to address poor performance;• Gives candid, timely, and specific developmental feedback; gives positive feedback for good performance.▪ Provides challenging and stretching assignments for all employees.▪ Knows the skill sets and career objectives of staff.▪ Usually provides balanced feedback, reinforces strengths, and identifies areas for development.	<ul style="list-style-type: none">▪ Acts as a mentor or coach to provide constructive, actionable feedback to others.▪ Does not allow for poor performance; immediately takes appropriate action (e.g., documentation, counseling, developmental action plan, consult with HR, etc.)▪ Consistently provides genuine and candid feedback; gives sincere positive feedback when deserved; gives constructive feedback as often as necessary.▪ Searches for opportunities for employee growth and developmental opportunities.▪ Takes a sincere interest in helping staff grow and develop and has a proven track record of staff development; employees move up within the organization.▪ Is a strong proponent of learning. Helps staff to think through ways to solve problems and resists "giving them the answer or solutions." Asks the right questions to facilitate understanding and to guide the best answers.

LEADING STAFF

MANAGERIAL

Influences and directs the activities of individuals and groups, such that a higher level of performance is achieved.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Leadership style is not balanced or based on the needs of the situation (e.g., is either overly directive or overly participative).■ Expects employees to solve problems but does not give enough guidance or support.; issues unclear instructions to employees.■ Does not effectively delegate to employees.■ Does not understand technical issues faced by employees or the implications of these issues.■ Does not effectively lead in ambiguous situations.■ Does not effectively share information between upper management and direct reports.	<ul style="list-style-type: none">■ Leadership style is capable of being flexible.■ Gives clear directions and guidance about what employees are to do.■ Delegates tasks and projects to appropriate people.■ Understands basic technical issues being dealt with by employees.■ Is able to direct employees to an appropriate course of action even in somewhat ambiguous situations.■ Informs direct reports of directives from upper management.	<ul style="list-style-type: none">■ Demonstrates ability to read a situation and adapt leadership style on the basis of it; style is autocratic when necessary and participation when the situation calls for it.■ Gives clear guidance and direction to others, explaining not only what is required and how to achieve it, but also why it is important.■ Regularly and effectively delegates tasks; considers individual strengths and areas for development when delegating and provides clear direction and support.■ Understands technical issues being dealt with by employees and offers suggestions; points employees in right direction without micromanaging.■ Demonstrates leadership by being able to deal with a high level of ambiguity, shape an approach, make order out of chaos, and direct employees to most appropriate action.■ Acts as a liaison between upper management and direct reports; translates direction from upper management to individual roles and responsibilities; shares input and feedback from direct reports with upper management.■ Creates a positive, supportive work environment; establishes trust relationships.

UNDERSTANDING BUSINESS DRIVERS

MANAGERIAL

Understands the business and its objectives and applies this understanding to IT objectives. Looks for ways to improve business operations.

Needs Improvement	Meets Expectations	High Performing
<ul style="list-style-type: none">■ Does not understand the business.■ Has trouble understanding the broad strategy and direction of the agency's/department's goals; has difficulty seeing how IT activities can support agency objectives.■ Has difficulty expressing an awareness of how IT strategy can help meet the business needs.	<ul style="list-style-type: none">■ Demonstrates that he/she understands the basics of the business and business terminology.■ Understands major agency strategies and the means by which IT can facilitate the attainment of them; is able to relate IT activities and efforts to the business.■ Can articulate the impact or contribution of a project to the agency's business objectives.■ Has a realistic view of how IT capabilities can support business objectives.	<ul style="list-style-type: none">■ Demonstrates a level of business savvy that earns respect; suggests IT strategies and activities that will further advance the goals of the agency.■ Contributes pragmatic IT solutions and actions from both short- and long-term business strategic perspectives.■ Clearly understands and articulates the way in which a particular project meets the strategic needs of the business.■ Forecasts the way the business is changing and how IT will need to support it; researches and learns about other businesses and how they have used technology to support their objectives.■ Actively contributes to business process reengineering efforts.